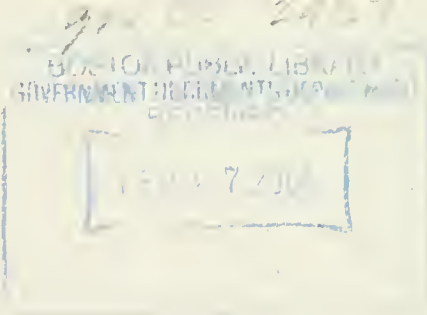


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Boston Public Schools



## GUIDE TO THE Whole-School Improvement Plan

THE SINGLE DOCUMENT THAT GUIDES A SCHOOL'S WORK

As the Boston Public Schools prepares "Focus on Children II," the district's strategic plan for the next five years, the emphasis is moving from whole-school *change* to whole-school *improvement*. The shift reflects the district's commitment to refining the work and underscores that instructional improvement is continuous. The plan will focus on raising student achievement by improving instruction and institutionalizing the most effective lessons that have been learned. The Whole-School Improvement Plan (WSIP) has been created to provide schools with a single process that encompasses planning, support, and accountability. It should direct all aspects of a school's work.

### COMPONENTS OF WSIP

- School Assessment Summary (SAS) for SY1999-2000

The centerpiece of the WSIP, the SAS is an assessment of a school's progress in implementing the six Essentials.

Schools that have already completed the SAS used the "Phases Chart." Schools just starting (and all schools in the future) will use "WSIP Rubrics" that are being prepared by the Office of Research, Assessment, & Evaluation, deputy superintendents, cohort staff, teachers, administrators, and coaches.

- Formative Assessment Data Summary for SY1999-2000
- SMART Goals for SY2000-2001
- Professional Development Plan and Budget for SY2000-2001

The PD Plan & Budget outlines the use of all school funds — cohort funds, Title I, Transition Services, Reading Excellence and other grants, private grants, Title VII, etc. — the use of the 18 hours and three days for professional development, and the use of other planning time.

### Components of the Whole-School Improvement Plan

- School Assessment Summary (SAS)
- Formative Assessment Data Summary
- SMART Goals
- Professional Development Plan and Budget

### DEVELOPMENT OF THE WSIP

The Instructional Leadership Team (ILT) uses its last SAS data as a starting point (or starts anew if it is a Cohort IV school). The ILT reviews the SAS, its cohort director's SAS feedback, and IDR feedback, if any, to identify the next steps and draft its workplan for the coming school year.



## DEVELOPMENT OF THE WSIP (CONTINUED)

The draft is then shared with the school community, including all Instructional Teams (IT), the School-Site Council (SSC), and the School Parent Council (SPC) for input and refinement. The document is finalized and submitted to the cohort director, the cluster leader, and the deputy superintendent.

### REVIEW AND APPROVAL

- 1) The superintendent and deputy review and approve the school's SMART goals.
- 2) The cohort director and the cluster leader review the remaining components of the school's submission and meet with the principal-headmaster, coach, and designated ILT members for discussion. (Additional reviewers may participate in the process to provide support in areas specific to individual schools.)

If the plan is approved, the cohort director will notify the principal-headmaster in writing. If revisions are needed, the cohort director or her designee and cluster leader will meet with the principal-headmaster to outline needed changes. Final approval and decisions about "next steps" are made jointly by cohort and cluster leaders.

- 3) Whether revisions are major or minor, the school has three weeks to make changes and resubmit the WSIP. At the time of final approval, cohort and cluster leaders describe what support they will provide to the school to help them realize their action steps and meet their student learning goals.

### USE OF THE WSIP

*The WSIP is the single document that guides a school's work and the work of everyone who is supporting the school.*

It will provide direction for the work of principals-headmasters, teachers, coaches, school hiring teams, the SSC and SPC, and outside collaborators. The WSIP will also enable schools to identify support they need to move forward and to hold central and external partners accountable.

The WSIP will have many uses. The superintendent and deputies will use it to supervise and evaluate principals-headmasters, and they, in turn, will use it to evaluate teachers' participation in the work of the school, as provided for in the teachers' contract. Principals-headmasters will also use it in considering a teacher's recertification plans. IDR Teams will review the WSIP as the basis for the school's portfolio.

### Good starting points to begin the reflective process ...

- Q. How are you using your professional development time? When is your common planning time? How was it created and how are you using it?
- Q. Are you looking at student work in teams to identify students' learning needs and improve instructional practice? What protocol are you following?
- Q. What formative assessments are you using? How are you managing and analyzing your formative assessment and standardized test data? Have you disaggregated the data to address the achievement gap? Who is responsible for monitoring follow-up for individual students?
- Q. How are you using your coaches, specialists, coordinators, etc.? Are all teachers working with them?
- Q. What are your plans for using 1% of Title I funds for parent education?

